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ABSTRACT

This annotated bibliography contains a record of the evolution of a system for evaluating children in the classroom setting. The Barclay Classroom Climate Inventory is a needs assessment system in the affective-social domain. It is unique in that it taps three inputs, self-report, peer judgements and teacher expectations. These inputs are blended together in six factor scores that allow readers to evaluate how individuals are perceived within the context of their environment. In addition, diagnostic predictive indices are provided for identifying children with personal or social problems, gifted and creative children and children needing remedial instruction and work. Though the inventory began as a system for evaluating affective-social needs, it has become an integral part of a decision-making process wherein teams of local school personnel make an effort to develop systematically affective and social skills in a manner analogous to the effort traditionally made to develop cognitive skills. Utilizing modern technology as a tool, the system provides great latitude for school personnel to design their own interventions on either curricular or individual levels, and utilizing three major strategy approaches: feedbacks, social-modeling and reinforcement, and environmental change. (Author)

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AN ANNOTATED BIBLIOGRAPHY FOR THE BARCLAY CLASSROOM CLIMATE INVENTORY

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October 1979

Abstract

This annotated bibliography contains a record of the evolution of a system for evaluating children in the classroom setting. The Barclay Classroom Climate Inventory is a needs assessment system in the affective-social domain. It is unique in that it taps three inputs, self-report, peer judgements and teacher expectations. These inputs are blended together in six factor scores that allow readers to evaluate how individuals are perceived within the context of their environment. In addition, diagnostic predictive indices are provided for identifying children with personal or social problems, gifted and creative children and children needing remedial instruction and work. Though the inventory began as a system for evaluating affective-social needs, it has become an integral part of a decision-making process wherein teams of local school personnel make an effort to develop systematically affective and social skills in a manner analogous to the effort traditionally made to develop cognitive skills. Utilizing modern technology as a tool, the system provides great latitude for school personnel to design their own interventions on either curricular or individual levels, and utlizing three major strategy approaches: (1) feedbacks, (2) social-modeling and reinformcement, and (3) environmental change.

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Understanding The Barclay Classroom Climate Inventory: A Review of the Research

An important topic of interest in recent years has been that of meta-theory or meta-analysis (Gallo, 1978, Glass, 1976, Smith & Glass, 1977, Snow, 1977). What is attempted is to integrate findings from many studies into a meta-theory. The techniques used differ, but the importance for human research is great. Since by this means the results of many studies can be evaluated and certain general principles deduced.

One earlier approach to this same topic was the review of literature. This paper, serving as introduction to the annotated bibliography of the Barclay Classroom Climate Inventory is designed to draw together the major contributions of 76 published and unpublished works relating to the measurement of individual differences in the elementary school classroom.

Over a twenty-four year period I have worked on the development of an instrument to evaluate the classroom climate. This paper and the annotated bibliography accompanying it provides a documentation of the personal effort that has gone into this development and the interest others have shown in the inventory and the system. Thus the purpose of this paper is to provide readers with a review of what has been done and some understanding of how research interests are related to practical problems.

I. Beginnings

As with most research the Barclay Classroom Climate Inventory (hereafter abbreviated as BCCI) stemmed out of some practical problems. As a school diagnostician in a suburban Detroit school in the mid 1950s I was overwhelmed with the problems that were referred to me. It was a time of rapid expansion of housing. The post-war baby boom had occurred and schools were filled. New schools were being built as fast as they could be constructed. Though I was first assigned to evaluating children for special settings, it became apparent that the school was faced with a rising tide of behavioral problems in the junior high setting. Thus, the school system soon changed my assignment to focus on what to do with crisis problems. I found early in my work that the traditional assessment procedures did not provide the operational clues for prescriptive suggestions to teachers, principals, counselors and parents. I was also strongly impressed with the fact that as children came from the self-contained classrooms of the elementary school to the junior high school, problems intensified. Thus I made a decision to look

closely at the elementary school situation to determine whether there were any factors that could be identified to aid in preventing the crises of the junior high school. After a number of experiments I settled on a combination of sociometrics and teacher ratings as a diagnostic tool to determine what was happening in the classroom itself.

From the early beginnings it was apparent that a global sociometric question and teacher ratings could be put together into a grid arrangement that would indicate the extent of the psychological support system a child had in a given classroom. But a difficulty with the system was that it took many hours of work to tally the sociometric indices and to coordinate them with teacher ratings. Nonetheless several thousands of children were evaluated during the mid 1950s on this technique. The technique appeared helpful in discussing classroom problems with teachers and also was taken into consideration during the placement of children in the junior high school.

In 1959 I moved to Idaho State University in Pocatello. By this time it was apparent that the global sociometric criterion correlated with many other measures such as intelligence, achievement, and social competencies. In Idaho the effort was made to determine how interests of children related to sociometric ratings and teacher judgment (3). In addition, impulsivity was isolated as a factor contributing to social rejection (1). From the period 1959 until 1967 longitudinal studies were completed that demonstrated the predictive validity of the combined sociometrics and teacher rating system (2) (6). In addition, the teachers' sex and age appeared also to have a relationship to sociometric indices in classrooms (4).

During the mid 1960s it became more apparent that the system would not be used extensively unless some method was devised to utilize optical-scanned sheets and computer processing. In addition, impressed by the new Holland Vocational Inventory and detailed discussions with Dr. John Holland, I began a series of empirical studies with children in which I asked them why they liked a certain friend and why they did not like someone else. I found that children had rather specific behavioral criteria for liking and disliking. Further I found that the home situation strongly influenced the interests of children. These interests appeared to be related to parental styles and occupations. Thus, it became

apparent that skill competencies, interest patterns and parental styles of living all had some influence on teacher evaluation and peer nominations.

2. The Construction of the BCCI

Based on the chain of research that had been done to this point, the BCCI was constructed. In consisted of three parts: (1) a self-report section based on perceived skills and interests as well as reinforcers; (2) a series of sociometric type judgments relating to the same skills and interests; and (3) a new teacher rating based on adjectival descriptions of children. The first two inputs were derived from Holland's theory (1966). They included skill competencies relating to artistic, intellectual, social, conventional, outdoor and enterprising dimensions. The original Holland dimensions were translated into skills that children had identified as important from the earlier empirical observations. For example, a self-report item relating to self-competency is "I can run fast." To tap the repeated observations of classmates in the sociometric section there was a corresponding question "who can run fast?" In addition, at this time, I was asked to serve as research evaluator of an Alameda County California project relating to reticent children. When I met with the teachers involved, I asked them what was reticence and I used a list of adjectives for them to identify what they thought to be the characteristics of reticent children. From this study it became apparent that certain adjectives were characteristic of reticent children and another set were related to disruptive children (10), (11), (15). The Alameda County study also provided the first opportunity to put the entire battery together.

The amount of data generated from the Reticent Child Study made it very clear that some automated procedures would have to be devised. Since I was then in California, I sought the help of Stanford Research Institute Personnel in the development of the first prototype of the computer reporting system. Dr. Richard E. Snow of Stanford University and his research assistants provided considerable help in solving these problems. Unfortunately, in my move to the University of Kentucky in 1969, the entire earlier program was scrambled and had to be redone in Kentucky.

Over the past decade the BCCI has undergone many changes in format, but not in content. Several versions of the printout were successively developed and

abandoned. In addition, it became very important to identify prescriptive judgments and recommendations to users, since an intensive psychometric instrument is of little value unless it provides within it prescriptions to teachers that are useful and capable of implementation. Virtually all of the changes were the result of use of the instrument and recommendations from school personnel for improvement. During the early 1970s the instrument was refined. Many studies were completed relating to alternative forms of reliability, concurrent validation, and behavioral validation data (5), (13), (14), (64). Through the use of multi-source, multi-trait factor analysis (Jackson, 1969) six factors were identified: achievement-motivation, impulsivity, introversion, energy, sociability-affiliation and enterprising dominance. These factors were constructed from all inputs (except reinforcers) and were initially based on a standardization of data for 2834 boys of mixed ethnic background in the second through sixth grades, and 2590 girls with the same characteristics (64).

In the last few years a second order factor analysis of the six multi-source multi-trait factors found clusters of characteristics that can be related to a kind of temperament-aptitude combination. Studies with these temperament-aptitude groupings have indicated that they are quite consistent patterns of behavior and achievement which mediate the effectiveness of education treatments (25), (36), (45), (61), (62), (64).

In short, the BCCI as it now exists is the end product of 24 years of experience and research. It represents not only an assessment instrument but is part of a system for implementing concepts of change and intervention. Though highly correlated with both intelligence and achievement it provides an alternative to traditional testing in that it provides a measure of individual differences within a classroom setting, and also provides direct feedback to teachers, counselors, principals and school psychologists to evaluate the all important psychological support system that a chid possesses. It also provides direct feedback for prescriptive strategies. It can be utilized in many ways as was demonstrated by a conference with users (65), and has direct implications for the assessment of gifted, EMR, LD and handicapped children. It also provides a direct method for developing individualized educational plans for all children if desired (37), (58), (68), (70), (73), (74), (75), (76).

3. Specific Patterns of Research

In every longitudinal evaluation of a research project, there is an evolution in thinking. Obviously when I began the first studies with the BCCI I had not conceived of the system or where it would go. The pattern of the evolution is contained narrowly in this annotated bibliography. It is more accurately viewed by looking at a number of boxes of printouts holding upwards of 400 such computer productions.

The earliest development related to sociometric studies done in Detroit and in Idaho (1), (2), (3), (4), (5). These studies were the forerunners of the BCCI and broadly looked at the covariates of sociometric choices and teacher ratings. One of them (2) was a longitudinal study of four years duration in which lack of peer and teacher support provided prediction of nearly half of all male and female dropouts in an Idaho school. Another (3) explored the interest patterns, reading habits, music preferences and sports activities of a large sample of Idaho rural and city children. In this study it was learned that conventional and popular interests were more associated with lower than upper socioeconomic status in children. Another (4) found that sociometric choices and teacher ratings appeared to have a direct relationship to the age and sex of the teacher. Still another indicated that measures of impulsivity were related negatively to positive sociometric choices.

The rationale for obtaining sociometric data and joining such data to teacher ratings in a simple impressionistic method was detailed in a theoretical article (5), and two other independent studies of the method were found to have longitudinal value (6) and predictive of referrals to a child guidance clinic (12).

Using the new format, Forsythe and Jackson examined the relationship of vocational and career interests to changing the social status of children (7), (8). Brown (9) utilized the new format with different career information groups to effect change in sociometric status and self-confidence (9). Her data were subsequently re-analyzed in the aptitude-treatment interaction paradigm by Stilwell (27). Meanwhile, other studies probed the characteristics of reticent and disruptive children (10), (11).

A strong relationship was found between sociometric status and teacher evaluations and the socio-economic class of the child (20). This was particularly related to the absence or presence of the father in the home. Behavioral observations of many of the same children over a ten day period of time by substitute teachers indicated significant but low correlations with many of the sociometric and teacher rating traits (19), (30), (35).

In rapid succession there were a number of studies involving various treatments. Church (17) utilizing aptitude-treatment interaction analyses found that providing feedback to students effected change in their assertiveness and self-confidence. Brown (37) found that replacing children who had been in classrooms for the emotionally handicapped back into the regular classroom had a "ripple" effect on the classroom climate. Rutledge (40) utilizing the BCCI as a means of selecting reticent children for verbal skill development found that the BCCI both provided a good means of identifying target individuals for group counseling and a method for evaluating rate and direction of change. A number of studies were directed towards the building of self-competency and confidence in children (43), (53), (56), (60). Most of these studies found that when attention was drawn to the deficit, teachers in regular classroom activities could change the contingencies of reinforcement and also change their expectations (19), (41). Many other studies focused on the reduction of aggressive and acting out behavior in the classroom and the development of social skills of interaction (8), (9), (27), (28), (34), (35), (51), (55), (59), (72). Jones, Blaney, and King (39) looked at different sets of expectations for children in inner city and suburban schools. In a series of longitudinal studies, Barclay, Covert, Stilwell and Scott (25), (36), (45), looked at the impact of traditional, "open" and behavioral school formats on the achievement and social skill outcomes of children from the third grade through the fifth. They found that the traditional format works best for most of the children, but that some temperament groups did well in the "open" format (mainly leader types) and children with many problems appeared to do well in the behavioral format. Studies were also completed with teacher corps programs (21), (26), and Buffington (62) assessed differences in the development of self-control skills by utilizing DUSO and a type of emotional rational therapy with elementary school children. Barclay (61), (64) re-analyzed

a number of these studies including a year long study in Pocatello working with teachers through consultation, the classroom format study (25), (36), (45), and Buffington's data (62) in a meta-analysis to determine the effectiveness of treatments on specific temperament groups. The overall conclusion is that temperament mediates treatment extensively and any attempt at modifying behavior or learning should take into consideration temperament components. He also compared the above results with Bennett's findings in a large English study (1976).

A number of cross-cultural studies were also done. Wu (47), (66) translated the BCCI into Chinese and administered it to 500 students in Taiwan. Utilizing a multivariate analysis of variance on BCCI variables as well as intelligence and achievement variables, he found independent verification of similar peer and teacher "presses" in Taiwan. Shu (63) found similar conclusions in a study of junior high students in Taiwan. Owyang (23) studying American Chinese students in the Bay Area of California, confirmed many of the differential approaches to child management and cultural thrust identified in the Taiwan studies. Martin (42) studied the self-confidence of American Indians in a residential Oklahoma school, and Forbes (46) used the BCCI and other instruments to study native Alaskan student characteristics. Also, the BCCI has been studied in South American settings using a translation into Spanish and computer programming in Spanish. The BCCI was also administered to several hundred children in Rhodesia South Africa. Neither of the latter data batches have been analyzed at this time. The conclusions from the Chinese and Indian studies do suggest that the BCCI is quite sensitive to differences in cultural thrust. This is consistent with findings relative to Spanish-American children in Corpus Christi and Black children in Louisville and Corpus Christi (13).

In recent years research studies have focused on various categories of special education. The impact of the emotionally handicapped child on the regular classroom was described by Brown (37). Kehle and Guidubaldi (58) and Barclay and Kehle (68), (69) have detailed the consequences of mainstreaming EMR and LD children into regular classrooms. The former study (58) looks at EMR and LD children in 158 classrooms in Ohio and found that indiscriminant mainstreaming lowers self-confidence, task-orientation and increases introversion in EMR and LD children. Barclay, Phillips and Jones (73), (74) found that a diagnostic index from the BCCI is a good predictor of both gifted and EMR-LD children and can assist schools in more rapidly identifying children who might benefit from supplementary instruction.

Finally, a number of studies have been devoted to the development of a systems delivery approach to social-affective education. Stilwell and Barclay have collaborated on a number of such studies (33), (34), (35), (44), (49), (50), (52), (54). The argument presented here is simply that a systems approach is needed to provide both the needs assessment and the delivery of treatments. The need for a technology of prevention has been a recurring theme (30), (52), (57), (75), (76). The obstacles to the development of such a prevention system have been in part the priority schools place on handling crises and the failure to develop an adequate technology of prevention that focuses on normal and development components in behavior rather than abnormal ones.

4. Summary

With the explosion of knowledge, there is a great need to condense specific study findings to summary implications. The purpose of this review is to acquaint interested readers with a chain of research studies extending over a twenty-four year period of time. I am obviously in debt to a list of colleagues and students too numerous to cite. More specifically I am in great debt to my wife (who co-authored some of these studies) and to my children who have been patient with the obsessive nature of their father in pursuing this chain of research. I have tried also in this paper to provide the reader with a little bit of the serendipity which accompanies a research pattern over many years. The final system was dependent on a continual interplay between specific studies and field observations. Earlier studies led to the later ones. Perhaps the most important consideration in all of this is simply that small research studies seldom lead anywhere by themselves. The curiosity, the persistence, and the task-orientation of researchers somehow is rewarded only through long hours of personal involvement. Whether this system and the research findings will be utilized is probably the one question that cannot be answered. Critics have asked whether the system cannot be simplified. The answer is no. Human behavior is complex and the assessment of individual differences in the ecology of a specific environment requires a technology equal to that complexity. Insofar as a recognition of complex individual differences can be made in the school setting, thus far can the BCCI system be used. As long as universal solutions are sought for educational outcomes, we will

continue to find that some treatments work with some children, but no treatment works equally well with all. The solution, I think, is in recognizing individual differences and matching them to alternative treatments. For that task a technology of prevention is imperative.

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AN ANNOTATED BIBLIOGRAPHY FOR THE BARCLAY CLASSROOM CLIMATE INVENTORY

1. Lisa K. Barclay and James R. Barclay
   Measured Indices of Perceptual Distortion and Impulsivity as Related to Sociometric Scores and Teacher Ratings. Psychology in the Schools, 2, # 4, 372-375.

   In recent years there has been increased interest in children who do not get along with each other in the classroom. This study is concerned with the determination of whether visual perceptual difficulty may be a factor relating to low acceptance of some children by their classroom peers and teachers. Six classes of third graders in the Pocatello, Idaho public schools were tested on a number of devices to determine level of perceptual organization. Of 24 hypotheses made regarding relationships between variables, 19 were confirmed. It was concluded that perceptual organization and measured control of responses in the individual behavior repertory are factors relating to social desirability among third grade children.

2. James R. Barclay
   Sociometric Choices and Teacher Ratings as Predictors of School Dropout. Journal of School Psychology , 4, #2, Winter, 1966, 40-44.

   This study reports a longitudinal effort to determine whether measures of social desirability, such as sociometric scores and teachers' ratings can identify students who will be actual dropouts. In the fall of 1959, a sociometric device given to students, a rating scale given to teachers to assess student adjustment and the Differential Aptitude Test Battery were administered to 949 children in the Pocatello, Idaho, Public Schools. These children were then in the fifth through ninth grades. In December, 1963, the original group of children ranged from the ninth grade through high school. One group had graduated from high school. Of the original group, 868 were identified and used in the follow-up study. The results of the study indicate that both the sociometric predictor and the teacher-rating predictor identified a substantial number of dropouts. When, however, both predictors were used in combination on a grid, the lower cells included 54 percent of the female and 64 percent of the male dropouts. T tests of significance between dropouts and those remaining in school indicated significant differences on almost every variable on the DAT. The conclusions suggest that without a peer or teacher support system, children cannot survive in the school climate.

3. James R. Barclay
   Interest Patterns Associated with Measures of Social Desirability : Some Implications for dropouts and the Culturally Disadvantaged . Personnel and Guidance Journal, 45 , #1, 1966, 56-60

   This study summarizes the analysis of the interest patterns of 1,777 elementary and junior high school students as related to a sociometric device and teachers' ratings. The subjects were asked their preferences in terms of class interests, television viewing habits, music listening preferences, study preferences, study habits, vocational plans, and choices of reading as distributed over comic books, magazines and literary books. In addition, demographic and employment data were obtained on parents. A number of dropouts were identified four years later and their responses on these measures were compared with students who remained in school. The results of the study indicate that sociometric status and teachers'

ratings as well as interest patterns are associated with a broad extroversion-introversion continuum. Dropouts were found to differ on certain of these measures.

4. James R. Barclay
Variability in Sociometric Scores and Teachers' Ratings as Related to Teacher Age and Sex. Journal of School Psychology, 5, #1, 1966, 52-58

The purpose of this study was to examine the variability of mean sociometric scores and teachers' ratings of students on a large sample of subjects to determine what variations in these scores might be attributed to the age and sex of the teacher. Specifically it was hypothesized that social desirability measures (i.e. sociometrics and teachers' ratings) represent quantitative indices of "environmental press" or the cultural transmission as interpreted by teachers' expectations and reinforced in their classrooms. It was expected that differences might occur between male and female teachers in terms of mean sociometric scores and teacher ratings. A sociometric device and a teacher's rating scale were obtained on 2,189 children in 70 classrooms. The results of this study indicated that the sociometric mean scores obtained in male teachers' classes were significantly different from those obtained in female teachers' classes (.01). A significant difference for teacher ratings (.01) was also obtained. In both sociometric and teacher ratings female teachers had the higher means. Additionally, some significant differences due to age of teacher were also found. It would appear that older male teachers are more severe in their ratings of both boys and girls, and that older female teachers are the most liberal in their ratings. The young female teacher provides the highest climate for boys.

5. James R. Barclay
Sociometry: Rationale and Technique for Effecting Behavior Change in the Elementary School. Personnel and Guidance Journal, 44, #10, 1966, 1067-1076

Though sociometry has been used for some years in both educational, and psychological settings, it is the argument of this article that it should be used more by elementary counselors and school psychologists as a technique both to assess social desirability in students and as an interim criterion of social effectiveness. The theoretical foundations of sociometry are found both in studies relating to the nature of perception and in more modern social learning theory. The suggestion is advanced that social desirability is related to motivation to achieve. Consequently, the assessment of the social climate of the classroom is a first step in introducing procedures designed to enhance the level of effective learning.

6. Diane Davis
The Validity and Reliability of a Sociometric Device, unpublished master's thesis, Idaho State University, 1967

This study investigated the reliability and validity of a sociometric method developed by J.R. Barclay at Idaho State University. The subjects for this study were 10th and 11th graders in the Minico High School who had participated in the Barclay study of 1960 when they were in the 7th and 8th grades. 445 subjects were located who had been tested earlier. After a three year interval there was a correlation of .51 for the total group between pre and posttesting. This was significant at the .01 level. The predictive validity of the device was investigated by following up students after three years to see if their sociometric status was related to their remaining in the school, and by comparing high, median, and low sociometric groups on general personal-adjustment as determined by self ratings and ratings by others. Children

originally classified as high, median, and low on the Barclay device were administered two tests which purport to measure personal adjustment, and social adjustment (California Test of Personality, and Taylor's Manifest Anxiety Scale). Statistical analysis indicated that there was no significant difference between the three groups as to anxiety level, but there was a significant difference (at the .05 level) between the groups on the results of the personal and social adjustment measures. The number of dropouts from the lowest group was significantly higher. Names of 100 children were presented to teachers and counselors. These individuals represented an equal number of high, median and low status individuals as judged by the earlier testing. Teachers' ratings and counselors' ratings identified children in the earlier testing who were low in social status as having significantly more problems. The results of the study suggest that the method devised by Barclay has both test-retest reliability over a three year period and predictive validity.

7. Frances Forsyth and Elizabeth Jackson. A Comparison of Upper Elementary School Childrens' Responses on a Vocational Preference Inventory and a Semantic Differential in Relation to a Social Desirability Grid. Unpublished master's thesis, California State University at Hayward, 1966.

   This study was undertaken to determine whether there existed a relationship between measures of social acceptance, a covert personality assessment technique and a measurement of attitudes. A sociometric device, a vocational assessment inventory, a semantic differential and a teacher rating were utilized on three fifth grades in Alameda County, California. Comparison of data was facilitated by dividing children into grids composed of peer and teacher criteria. Vocational interests and semantic meanings were discriminated via the dual criteria. Distinctive characteristics were observed between male and female subjects.

8. James R. Barclay
   Effecting Behavior Change in the Elementary Classroom: An Exploratory Study. Journal of Counseling Psychology 14, #3, 1967, 240-247.

   The purpose of this study was to determine whether specific treatment procedures used by school psychology interns could effect changes in criteria of social acceptance and dimensions of attitudes relating to the environmental "press" peers, and authority figures. Differential treatments included planned interventions in one class, selective reinforcement procedures in a second, and the change of teacher in a third. Data analysis using both analysis of variance and Fisher's exact probability test indicated that planned intervention resulted in a number of significant changes in pre and posttest scores for that group. The results of the study suggest that strategies of planned intervention in elementary school classrooms can result in more favorable attitudinal stances on the part of elementary school children.

9. Patricia Westbrook Brown
   An Evaluation of Three Methods of Changing Interpersonal Behavior in Fifth Graders, unpublished master's thesis, California State University at Hayward, 1967.

   Used three classes of fifth graders in Concord California in an experimental treatment procedure. Three procedures were utilized (1) re-seating children in accordance with their friends, (2) transactional analysis in small groups, and (3) a placebo group utilizing vocational discussion. Children were administered a teacher rating and a sociometric device plus the Barclay Classroom Climate Inventory. Utilizing criteria of poor acceptance by the group and teacher children were assigned to one of the three

groups. After a treatment of five weeks posttesting occurered on the same variables. Results indicated that the group in the placebo vocational discussion activity made gains in the direction of assertive behavior and decrease of disruptiveness.

10. Ann E. Ferris
A Descriptive Analysis of the Characteristics of Elementary Reticent Males. Unpublished master's thesis California State University at Hayward, 1968.

11. Nancy Stickel
A Descriptive Analysis of the Characteristics of Elementary Reticent Females. Unpublished master's thesis California State University at Hayward, 1968.

These two studies utilizing data from the Pace Center Project on Reticent Children (Alameda County, California) looked at the characteristics of 89 girls and 81 boys who were identified as reticent and shy by the dual criteria of the Barclay Classroom Climate Inventory. Boys and girls were both part of a larger study in which a semantic differential and a measure of anxiety were used. Findings suggested that reticent boys were seen by teachers as anxious, rigid, pessimistic, reserved, unsociable and quiet. Peers saw them as intellectual, enterprising and realistic. The boys themselves tended to see themselves as artistic and intellectual. For girls many of the same characteristics held. However, girls were also characterized by high levels of anxiety as measured by the semantic differential.

12. Daniel Kennedy
Sociometric Assessment, A Validity Study. Paper presented at the 1969 American Personnel and Guidance Association Convention in Las Vegas, Nevada.

This paper reports a validity study of a sociometric technique recently described by Barclay. The sample was 103 elementary school children in Hawaii. Sociometric scores were compared against the criterion of adjustment of referral vs non-referral to the school counseling service. Data were analyzed by a point biserial r, t tests, and a comparison of percentages of referred and non-referred ss relative to different levels of sociometric status. The r and t tests were statistically significant, and the percentage comparison also indicated validity for this sociometric technique. Results were interpreted as supporting the use of this sociometric technique for the purpose of assessing the school adjustment of children.

13. James R. Barclay
A Research Manual for the Barclay Classroom Climate Inventory. University of Kentucky, 1970, 270 pp.

Details a number of studies completed relating to the basic construction of the BCCI as a multi-method, multi-trait instrument. Provides analysis of scales, validity, reliability studies, applications to analysis of differences between schools, races, vocational awareness etc.

14. James R. Barclay
Measuring the Social Climate of the Classroom, Monograph #40, Educational Technology, 1971.

Provides an overview of the Barclay Classroom Climate Inventory as a method for assessing individual and group differences in the classroom. Details the computer technology utilized for arriving at a measure of individual differences.

15. James R. Barclay

Characteristics of Reticent and Disruptive Children as Identified by the Barclay Classroom Climate Inventory. Paper presented at the annual meeting of AERA, Symposium on Measuring the Classroom Climate, New York City, February 4, 1971.

Describes characteristics of reticent and disruptive children as identified by the BCCI. The ratings of teachers using an adjective check list on 351 elementary boys and girls were analyzed using step-wise regressions and biserial correlations. Adjectives most descriptive of reticent children were introverted, cautious, controlled, silent, organized passive, methodical and withdrawn. Adjectives most descriptive of disruptive children were restless, distractible, anxious, undependable, insecure, preoccupied and aggressive.

16. George S. Tapp

Convergent and Discriminant Validity of the Barclay Classroom Climate Inventory, Ph.D. Thesis, University of Kentucky, Lexington, Ky, 1972. Dissertation Abstracts International 33: 6189 A

The purpose of this study was to assess the construct validity of the Barclay Classroom Climate Inventory as a measure of certain traits using the multitrait, multi-method matrix approach to convergent and discriminant validity. The BCCI is a computerized multi-input instrument for the measurement of social interaction skills, personality dimensions, and learning characteristics of elementary students from grades three through six. It is designed to be given by the classroom teacher and used by her or with learning teams in prescriptive teaching programs. The BCCI provides a narrative report for each student based on self-reports, peer nominations, and teacher ratings.

Multimethod factor analysis of the BCCI by the test developer for a large sample of elementary students selected from school districts in a number of states resulted in the emergence of seven major factors each for males and females. Subsequently, convergent and discriminant validity analysis of the factor loadings by the multi-trait, multi-method matrix was also reported. Clear convergent and discriminant validity was found for four male and two female factors. The remaining factors tended to some degree to lack discriminant validity. The present study represented another step in the process of delineating the basic trait sturecture of the BCCI by providing another assessment of the convergent and discriminant validity of the BCCI in respect to these traits.

A questionnaire consisting of short paragraphs containing a simple definition of each of the traits derived from the multi-method factor analysis of the BCCI was constructed. The BCCI and the questionnaire were administered to nine elementary classrooms in a large midwestern city. For each student in these classrooms the questionnaire was rated by the student, a randomly selected peer, and the classroom teacher on a five point scale for each paragraph. The BCCI was also administered to another ten classrooms from the same area during the same time period. Multi-method factor analysis of the BCCI for the sample of nine classrooms resulted in eight factors for males and nine for females. Five of the factors were identical to the ones contained in the questionnaire. Standard scores were developed from factor scores for each of the five factors for males and females. These along with the ratings, were used to generate a five trait-four method correlational matrix. In addition, the ratings from

the three sources were averaged and correlated with the standard scores to obtain a five trait, two-method matrix. These matrices were then utilized to assess convergent and discriminant validity for the BCCI.

Convergent validity was present for all male traits and four of the five female traits. Ambiguous results were found in reference to discriminant validity. While some male traits met some of the criteria for discriminant validity, none met all of the requirements in either matrix. Two female traits met all discriminant validity criteria in the five trait-two method analysis. Two of the three discriminant validity criteria were met for four of the five traits in the five trait-four method analysis. The findings suggested that convergent validity exists for all male traits and four of the five female traits. For discriminant validity female traits tended to meet the criteria better than male traits. (author abstract)

17. June Spicer Church
Effect of Individual and Group Cue-Reinforcement Counseling as Interventional Techniques for Modifying Elementary Classroom Behaviors, unpublished Ph.D. dissertation University of Kentucky, 1972

This research investigated the effectiveness of structured individual personal vocational cue-reinforcement feedback counseling and structured group vocational cue-reinforcement feedback counseling, each treatment being administered on a three-week time interval and on a two week time span, as intervention procedures to modify the patterns of behavior of elementary school children.

The experimental treatments were suggested by studies that indicated cue-reinforcing specific behavior tends to generalize to situations outside the counseling setting, but studies that revealed that exploring vocations has an effect upon self and group nominations as reflected by sociometric evaluation, and by studies that disclosed the power of sociometrics as an instrument capable of assessing change.

The subjects for this study were selected from the fourth, fifth and sixth grades of a Fayette County Public School District elementary school located in Lexington, Kentucky, during the regular spring 1971 school year. The classrooms were chosen by random numbers, the treatment was assigned by randomization, and the small groups were also chosen randomly. For additional comparative purposes, a group used in a BCCI reliability study conducted in Pullman, Washington was utilized.

The experimental design was a synthesis of Solomon's Four-Group Design and the Posttest Only Control Group Design. The Barclay Classroom Climate Inventory was used not only to assess changes in behavior from pre to posttesting but the computerized narrative printout generated from the instrument was incorporated into the individual counseling.

The data, separated by sex, were analyzed by analysis of variance and on the significant ANOVA results, by Scheffe's multiple comparisons method. The final analysis was the aptitude-treatment interaction which was an attempt to bring together experimental and correlational approaches to the research. There were three null hypotheses tested by the ANOVA and the S-Method and a fourth null hypothesis tested by the ATI.

The first null hypothesis asserted that there will be no significant difference between the posttest ratings as measured by the BCCI of the experimental groups versus the passive control group and the Pullman control group. The results indicated that this hypothesis was rejected in relation to both sexes of the experimental and passive control groups and the experimental and Pullman control groups.

The second null hypothesis stated that there will be no significant difference between the effects of individual personal-vocational cue-reinforcement counseling and group vocational information cue-reinforcement counseling as measured by dimensions of the BCCI. This null hypothesis was not rejected even though the means did differ.

The third null hypothesis declared that there will be on significant differences between the effects of three-week counseling and two-week counseling as measured by ratings on the BCCI. Although the three week strategies consistently showed the greatest change in the desirable direction, the null hypothesis was not rejected concerning the experimental groups and the passive control group. The findings did reject this null hypothesis as it related to the experimental and Pullman control groups in favor of the three-week treatments.

The fourth null hypothesis asserted that there would be no significant differences on interactional effects between the four experimental groups in relationship to the individual BCCI scales. The results rejected this hypothesis in the case of both sexes. This finding suggested that it is possible to assign specific behavioral patterns to a particular treatment to obtain optimal consequences.

Overall, the results from using explicitly described counseling strategies and a powerful assessment instrument revealed that the females behavioral patterns were effected in that they increased their own estimations concerning their outdoor, manual skills and were judged in like manner by their peers. In addition the females became less shy and reticent asserting themselves and became more positive in their leadership skills, personal adjustment and effort and motivation. The males were viewed as being disruptive and impulsive and as being more controlled. The males' vocational interests were also enlarged. (author abstract)

18. Thomas J. Kehle
Effect of the Student's Physical Attractiveness, Sex, Race, Intelligence, and Socio-economic Status on Teachers' Expectation for the Student's Personality and Academic Performance. Unpublished Ph.D. dissertation, University of Kentucky, 1972.

The purpose of this study was to investigate the effects of the student's physical attractiveness, sex, race, intelligience, and socioeconomic status on influencing teachers' expectations for the student's academic performance and personality. There were 96 teachers involved in the study. The teachers were asked to assess the psychological temperament of a fictitious fifth-grade student as reflected in a "psychological evaluation" and further, to assess an essay supposedly written by this student. The independent variables were systematically altered on the cover sheets that introduced the psychological evaluation and essay. Thus, all the teachers received and assessed the same psychological evaluation and essay.

The data were subjected to analysis through the use of a five-way fixed effects, orthogonal multivariate analysis of variance. The salient findings were that the teachers expected females, blacks and intelligent students to be significantly more stable in temperament than males, whites, and less intelligent students. The teachers' expectations for the student's academic ability were generally related in the desirable direction to their expectations for the student's temperament. The essays written by attractive females and unattractive males were judged as being of higher quality than those written by unattractive females and attractive males. Unattractive whites and attractive blacks were expected to be more melancholic in temperament than the attractive whites and unattractive blacks. In addition, the teachers expected the intelligent unattractive students to possess greater degrees of phlegmatic characteristics than the intelligent attractive students. However, with respect to those students who were designated as possessing relatively lower intellectual abilities, the attractive students were expected to be more phlegmatic in nature than the unattractive students. The teachers rated the essays written by black males and white females as higher in quality than those written by black females and white males, given that the students were designated as being of relatively high intelligence. When designated as being of relatively low intelligence, the black females' essays were judged highest in quality and the white females lowest. There were several additional significant higher order interactions that were presented and discussed.

The results confirmed the existence of complex teacher expectations for certain groups of students. These expectations wereso strong as to pervade their evaluations of the students' actual performances and temperaments. It was suggested that the teachers "need for nurturance" might have been a factor influencing their assessments. Generally, the "independent type" student was perceived in an unfavorable manner. Further it was hypothesized that such expectancies could influence the development of personality. (Author Abstract)

19. James R. Barclay, William E. Stilwell, David A. Santoro, and Charles M. Clark, 1972, Correlates of Behavioral Observations and Academic Achievement with Elementary Patterns of Social Interaction, unpublished study.

This report studies a behavioral observation validation of a multiple social interaction measurement instrument for the elementary school classroom entitled: the Barclay Classroom Climate Inventory. The instrument arrives at a need assessment on the basis of inputs from self, group and teacher judgments. Utilizing actual observations of 700 children for 10 days separate data analyses were completed to determine the relationship of observed behavior in the classroom to psychometric dimensions, the prediction of academic achievement utilizing intelligence, BCCI variables and actual behavior as independent variables. The results of the study suggest strongly that social interaction variables as obtained on the BCCI have behavioral correlates and that both social interaction variables and behavioral observations add substantively to the prediction of academic achievement (also reported in Research Manual #15).

20. James R. Barclay, William E. Stilwell and Lisa K. Barclay
The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children, Journal of Vocational Behavior, 2, 1972, 433-446.

This study sought to analyze the effect of paternal occupation as classified by Holland on the social interaction, vocational awareness, self-report, peer acceptance and teacher expectations of children in the elementary classroom. The BCCI scores of 1300 elementary children were classified by Holland's coding system for the occupation of their father. A multivariate analysis of variance was completed. The findings of the study have significant implications both for supporting Holland's theory of vocational choice and for expectations in the schools. It would appear from the kinds of differences obtained that the social interaction characteristics of boys are generally related to the Holland coding system for these boys' fathers. Obviously, the matter of intelligence, education, socio-economic level are factors which enter into this variance. Nonetheless, the fact remains that the self-report, group nominations, vocational interests and teacher judgments seem to covary in some manner or other consistent with the theorized characteristics of the paternal occupation. There would thus appear to be a definite relationship between the paternal occupation and a variety of indenpendent self, teacher and social interaction variables as measured in the classroom environment. A similar set of behaviors are observed for girls. For both boys and girls having a teacher as a father appears to be related to enhanced self artistic-intellectual and social scores. Children whose fathers arephysicians or in legal professions tend to be viewed by their peer group as possessing many social-conventional and leadership skills. The absence of a father in the home tends to depress self-report scores for both boys and girls and spells almost automatically lower group nominations and considerable lowered teacher judgments.

All of these findings appear to support the notion that much of human interpersonal behavior is generated out of social interaction and expectations. The occupation of a child's father is a quick index of his social standing and his personal worth. Teachers tend to rate the children of certain occupation fathers higher and they certainly underestimate or do not show proper expectations for children without fathers. What all this seems to indicate is that judgments about children lead to expectations, and expectations mediate social behavior. This logic holds both for the familial cultural transmission and the school learning environment.

21. James R. Barclay
An Analysis of the Teacher Corps Pre-Testing for 37 Classrooms Using the Barclay Classroom Climate Inventory Summary Data, paper prepared for the Teacher Corps Program, University of Georgia, Athens, Georgia, 1972.

The Teacher Corps Program of the University of Georgia utilized the BCCI as a means of assessing social and affective needs of children. Thirty-seven classrooms in four schools and three grade levels were tested (second through fourth grades). The BCCI identifies children who have suspected problems in eight areas (1) self-concept, (2) group interaction, (3) self-management and control, (4) verbal deficits, (5) physical energy skills, (6) vocational awareness, (7) cognitive motivation, and (8) attitude. A factor analysis was completed of the percentage of problems indicated for each classroom and multiple discriminant analysis was used to distinguish between the schools. Differences were found between the schools and grade levels. Overall, it was learned that when the percentage of self-concept deficits is high in a classroom unit, there is also a tendency towards dissatisfaction with schools. Self-management or control problems appear to be related to verbal skill deficits. Vocational awareness appears to be related to cognitive-motivation. The higher the percentage of cognitive-motivation deficits, the lower the mean teacher ratings on effort and motivation. Multiple discriminant analysis identified that one school tended to have a high percentage of self-control problems. Another had a high percentage of self-concept, cognitive motivation and attitudinal deficits. Still another appeared to be highly controlled and acquiescent. There results are discussed in terms of strategy making.

22. David A. Santoro
Strategies for Behavior Change: A Brief Report, Cleveland State University, 1972, unpublished manuscript.

Santoro describes a method of training teachers, counselors, and administrators in the use of the BCCI and related observational techniques. He discusses cases and results obtained. Of particular interest is the case of Reinaldo, a fifth grade male who had shy and reticent behavior. The strategies used in effecting change with this boy are described. A video tape sequence is also available from Dr. Santoro showing changes in Reinaldo over a three year period and discussing the strategies used by teachers and administrators in effecting this change.

23. Christina Owyang
Comparative Study of Stated Self-Concepts, Influencing Variables and BCCI Scores, unpublished master's thesis, California State University at Hayward, 1972.

The intent of this study was to determine if the self-concept was subjected to family, peer-group, teacher, vocational, and cultural group influences in three elementary classrooms. An attempt was made to identify distinct differences between the child's self-perception prior to the administration of the BCCI.

The sample consisted of 28 Asian males and females, 24 Anglo males and females, who were fourth, fifth, and sixth grade students in the Berkeley, California Public School System. It was hypothesized that there would be no significant differences found between the Asian and Anglo sexes, between Asian and Anglo cultural groups, and between Asian and Anglo personality factors. A three-factor mixed design with repeated measures on one factor was used in determining whether any significant differences existed. Where significant differences were discovered between factors the T test was utilized to ascertain difference between the two independent means.

After the data were processed it was found that there were significant differences in sex versus culture and within the BCCI. Specifically, Asians achieved a significantly higher level on family reinforcers. It is believed that Asian males specifically are subjected to family, peer-group and cultural group influences differing from Anglos. It can be inferred that strong family relationships, peer-group acceptance, vocational awareness and self-concept identification are characteristically different in Asian males as a consequence of their cultural identity.

24. James R. Barclay
A Systems Approach to Affective Education, Keynote Address to National Association of Teacher Educators, Athens, Georgia, August 14, 1973.

Describes some of the postulates of affective education as related to interventions and systems analysis. Suggests that prevention is easier and more effective than reconstruction. Indicates that affective education is not a trimming on the cake of achievement or a passing fad. The key to such systematic development of affective and social education lies in administrative, teacher and parental support. The role of colleges of education in the development of these skills is a crucial one. Human relations training binds all of these elements together.

25. James R. Barclay
A Research Report on the Results of Pre and Posttesting of the Vigo County School Students for the 1972-1973 School Year, report prepared for the Vigo County Schools, Educational Skills Development Inc., Lexington, Kentucky, November, 1973.

The Vigo County Schools (Terre Haute, Indiana) have embarked on a three year study to increase achievement at one specific school. This study reported results of pre and posttesting of the BCCI and a variety of achievement and reading tests in relationship to these three schools. Two of the schools are traditional and one is the special target of this study. Within the traditional format, one of the schools is highly structured, the other is moving towards an "open" school concept. The experimental target differs from the other two schools in that it has students from a lower socioeconomic class. The lower

mean achievement of this school led the administration to try a program of behavior modification on the entire school to determine what might be the effectiveness of this approach.

Multivariate analysis of pre and posttesting using achievement data as dependent variables and classifications of school, grade, sex, and pretesting data as independent variables produced valuable evaluation results. In one year, the effort wiped out differences in vocabulary knowledge for third graders at the experiemntal school, but did not erase paragraph usage discrepancies. The BCCI was found to predict between thirty and forty percent of the total variance (utilizing pre BCCI and post achievement scores). Many significant cross-lag analyses showed the relationship between affective social variables and achievement variables. Step-wise regressions completed for grade levels by sex and socioeconomic status revealed that a different set of predictors exist for children. For example, high status (socioeconomic) boys' achievement on the ITED is predicted by group social interaction and control. For low status boys, achievement is predicted by the number of positive adjectives chosen by teachers and the ABSENCE OF NEGATIVE ADJECTIVES. Implications for curriculum development and interventions are discussed on the basis of these step-wise regressions.

26. Horace C. Hawn and Edward A. Poole (University of Georgia)
The Use of the Barclay Classroom Climate Inventory in Curriculum Planning and Intervention, paper presented at APA Convention, Montreal, Canada, September, 1973.

This paper presents the use of the BCCI as a needs assessment system utilized by the University of Georgia Teacher Corps as a method of training both existing school personnel and Teacher Corps students in the delivery of affective and social skill services designed to decrease affective deficits in children and develop positive skills. The interaction of BCCI constructs with learning styles is discussed.

27. William E. Stilwell III, Patricia W. Brown, and James R. Barclay
Effects of Three Classroom Management Methods on Classroom Interaction of Fifth Graders, Psychology in the Schools, 10, 1973, 365-372.

Forty-two fifth graders participated in this study of three classroom management interventions. Group counseling, classroom restructuring, and vocational information discussion were compared on an early version of the Barclay Classroom Climate Inventory. In addition to chi square analyses the study demonstrated the application of aptitude times treatment interactions (ATI) to the data. Results included: (1) vocational information discussion raised high and low scoring boys' interests in status and outdoor realistic vocational areas; (2) the same intervention raised peer judgments of leadership for girls; and (3) group counseling helped girls to become more interested in clerical work and less controlled.

28. David A. Santoro, William E. Stilwell III, June S. Church, Patricia Brown, Patricia Jones, Roger Marion, Ann Harvey, James R. Barclay, Horace Hawn, and Edward Poole. A Summary of Case Studies and Research Efforts with the BCCI. Monograph, Educational Skills Development Inc., 179 East Maxwell, Lexington, Kentucky, 1973.

This monograph reports a number of case studies with the BCCI. Pre and post BCCI reports and scores are presented and discussed in terms of interventions and changes observed.

29. Lisa K. Barclay and James R. Barclay
The Barclay Early Childhood Assessment Guide, Educational Skills Development Inc., 179 East Maxwell St., Lexington, Kentucky, 1973.

This is an inventory modeled on the BCCI and including some aspects of the BCCI. It is appropriate for pre-school children and kindergarten and first grade children. It can be easily administered by teachers and para-professionals. It is criterion-centered in the sense that it simply looks at the percentage of children with specific level deficits rather than comparing them to some artificial set of developmental norms.

30. James R. Barclay
Multiple Input Assessment and Preventive Intervention, School Psychology Digest, Spring, 1973, 13-18.

Describes the nature and characteristics of prevention as an approach to intervention in the schools. Describes the alternate approaches to strategy building and intervention in terms of learning-development teams of school personnel. Stresses the point that intervention is best done by individuals in close contact with the specific environment affecting the child's development.

31. Lisa K. Barclay
Characteristics of Social Interaction in Kindergarten, paper presented at APA Convention, Montreal, Canada, 1973.

The purpose of this study was to determine the relationship of conserver-non-conserver status and family nurturance patterns to social interaction variables. Four classrooms of kindergarten children (64 in all) were tested on an early childhood version of the BCCI adapted by the author from the elementary form. The early childhood version was individually administered to each child and the data entered into the computer program to obtain reports. In addition, all of the children were tested on the Piagetian task of ability to conserve liquid quantity. The sample consisted of two inner-city kindergarten classes and two suburban For practical purposes the two groups represented a black racial group and a white racial group. BCCI variables were considered as dependent variables and a three-way analysis of variance was completed on the data using sex, conserver-non-conserver status and race as the independent variables.

A number of significant F ratios were obtained. Some of these conformed rather startlingly to racial and sexual stereotypes, but some were at complete variance with stereotypic thinking. It was interesting to note that children only five years old already had a number of formed judgments regarding skills supposedly appropriate for given sex roles. For example, on peer group ratings, boys were seen as significantly higher than girls on outdoor mechanical task skills, dominance, reticence, disruptiveness and in total number of peer choices obtained. Conservers were seen as more able and mature in social tasks and more interested in task-oriented activities. Differences between inner city and suburban (Black and White) showed up on a number of variables. For example, on the self-competency scales, inner city children have a higher estimate of their abilities in dominance and social tasks than do suburban children. Inner city males and female conservers have the highest self ratings in the areas of enterprising and dominance activities. Inner city children are more often described by their teachers as preoccupied, indifferent, withdrawn, introverted, depressed and suspicious. There were fewer conservers in the inner city than in the suburban group. Conservers of

both sexes and suburban children are more often described as responsible, stable, mature, placid, considerate, controlled and coordinated. Girls and particularly conserver girls were described frequently as cheerful, outgoing, friendly, confident, enthusiastic, ambitious, open and cooperative. Suburban children showed a much higher level of choice in reinforcing interests and activities than inner-city children. Thus, they were more interested in family-oriented activities, esthetic interests, peer-group activities than the inner city group.

Though only 64 children participated in this study, the results are congruent with the thesis that socio-economic class influences the process of socialization and that within the set of that socialization, maturation as expressed by conserver status is a mediating variable.

32. J.P. Robinson and P.R. Shaver, (eds.)
The Barclay Classroom Climate Inventory in Measures of Social Psychological Attitudes. Ann Arbor, Michigan, Survey Research Center Institute for Social Research, 1973.

This review cites the very early studies of the BCCI (up to 1972) and provides useful positive comments with some negative views relating to needed research. The needed research has been done subsequently thus most of the review's critical remarks have been obviated by subsequent research and usage.

33. James R. Barclay
Needs Assessment in the Elementary School, Chapter in Evaluating Educational Performance (A Sourcebook of Methods, Instruments and Examples), Herbert J. Walberg (Editor), McCutchan Publishing Company, Berkeley, California, 1974, 47-56.

Describes the need assessment program proceeding from the BCCI and the use of the results to plan systematic interventions through the curriculum or with individuals.

34. Carol A. Reigard and J. Melvin Witmer
Evaluation of Elementary Guidance Project in Switerzerland of Ohio, Woodsfield, Ohio, 1974.

This evaluation looks at pre-post changes in grades four, five and six at Midway School in the Woodsfield System. Elementary guidance personnel used a number of guidance techniques such as Duso, Magic Circle, Guidance Readers, Dimensions of Personality, Value Clarification, and Self-Awareness. Instruments for evaluation of change were the Piers-Harris Self-Concept Scale and the BCCI. Comparison of pre and posttests over a period of about six months indicated that significant gains were made on the Piers-Harris for the experimental school. A comparison of factor score 3, on a pre-post basis indicated that there was a significant decline in reticent and shy behavior with a transition to more verbal, open, and out-going behavior. A two-tailed test of significance was used (T Test). No consistent changes were observed for self-scores or vocational awareness though graphs indicated changes towards more understanding and more vocational choices.

35. James R. Barclay
System-Wide Analysis of Social Interaction and Affective Problems in Schools, invited address, the Fifth Banff International Conference on Behavior Modification, 1973, Chapter 14, in Park O. Davidson, Frank M. Clark, and Leo A. Hamerlynck (editors), Evaluation of Behavioral Programs in Community, Residential and School Settings, Research Press, Champaign, Illinois, 1974.

This study consists of a number of studies based on the use of the eight problem categories together with a summary analysis of teacher ratings. Over 4000 elementary school children distributed from the second through the sixth grades were represented in 143 classrooms. The unit of measurement was the summary set of percentages of problems for each classroom unit separately arrived at for males and for females. The population was drawn from three quite different communities. District A represented a university town in the deep South. District B represented a suburban area of a Northern large city, and District C represented inner city schools of a large central Southern school district.

Three problems were posed relating to this study: (1) what are the characteristics of classroom groups described cross-sectionally by grade and sex determinants? (2) What can be learned through a comparison of districts by problems? (3) What can be learned through intra-district comparisons?

A number of statistical procedures were used to ascertain answers to these questions. First of all, a multivariate analysis of the data using race, grade and sex as factors was obtained. Second, a principal factor analysis was completed on the eight problems variables and the three summary teacher ratios (these ratios reflect the sum of positive and sum of negative adjectives chosen by each teacher for each child). Third, using a discriminant analysis program by district it was possible to look at differences between school districts. Fourth, using the data obtained, discriminant analysis was used to determine differences within a school district as an example of how this procedure can be used for policy planning.

In summary, the findings are as follows:

1. Cross-sectional differences by grade, sex, and race suggest:
   - A. Self-concept problems appear to be related significantly to cognitive-motivation problems and dislike of school.
   - B. Group interaction problems tend to be related positively to verbal skill deficits and cognitive-motivation problems.
   - C. Self-Control problems are positively related to verbal skill deficits and negative teacher ratings.
   - D. For both boys and girls the large deficit variance is related to teacher expectations.
   - E. Poor attitude or dissatisfaction with school is associated with a number of other problem areas and may be a byproduct of poor social interaction and lack of teacher support.
   - F. As children proceed through the grades from 2nd to 6th, there is a general decline in positive teacher evaluation, a decline in self-competency, more control in group interaction, a lessening of cognitive motivation, an increase of verbal skill deficits, and a worsening of attitude towards school.
2. Differences between school districts indicate that an analysis of problems provides an index of needed interventions in that district.
3. Differences within a school district similarly indicate where scarce and needed resources should be placed and in relationship to what problems.

In general, the study suggests that needs assessment can be looked at on the individual, group, classroom, school, district and inter-district levels.

36. James R. Barclay
A Preliminary Evaluation of Elyria's Experiment in Affective Education unpublished manuscript, University of Kentucky, 1974.

Under a grant from the Ohio State Department of Education the Elyria public schools have embarked on a three year program to reduce learning problems and build affective-social interaction skills. The BCCI together with behavioral observations and other data provided a needs assessment. In-service workshops with teachers, prinicpals and guidance personnel prepared them to develop interventions and strategies specific to classrooms. This paper represents an effort to evaluate the consequences of the first year utilizing several techniques that do not require complex computer facilities. Four cases reported by teachers in an audio tape report were analyzed in regard to problem, treatment, and changes noted. Group results were evaluated by reviewing changes in mean factor scores, decline in suspected problems, and decline in numbers of children identified as possessing interaction problems. Significant results were obtained on a number of change indicators. In general, it would appear that team-implemented strategies have an interactive effect that changes self-competency estimates, the nature of some group interactions, and teacher expectations. The treatments appear to be more effective for girls than for boys.

37. Wesley C. Brown (Ronald F. Kingsley Ph.D. Thesis Advisor)
Relationships in the Social-Affective Classroom Environment and Teacher Perceived Problem Students, Ph.D. dissertation, Kent State University, December, 1974. (Dissertation Abstract)

Classroom climate is a crucial element in the regular class/special class controversy. Exclusion of students from the regular class is viewed by some as improving the regular classroom climate as well as meeting special needs of those excluded individuals. Conversely, including students who manifest behavior and learning problems in regular classrooms is viewed as highly efficient and beneficial for all students by advocates of mainstreaming. The effects of students with learning and behavior problems on their regular classmates and differences in that classroom as a result of their presence or absence have not been reliably measured.

This study investigated differences in the social-affective environments of regular, traditional third grade classrooms when disturbed children were present in the classroom as against conditions where they were absent. The dependent measure was the Barclay Classroom Climate Inventory (BCCI) which utilized self, peer and teacher input and yielded individual and factor scores. In addition to the statistical tests, graphical displays of data were also utilized. The study compared two contrast groups composed for four classrooms each. The sampling allowed for the populations to be mateched by school and the teachers controlled on the basis of minimum experience and sex.

Four different groups of analysis of variance were carried out over the BCCI factor scores and results were obtained at the .05 level of significance. The normal and high incidence classroom blocks were found to be homogenous on all six factors. However, the normal and high incidence groups differed significantly from each other on BCCI factors two and three (control-stability and introversion-seclusiveness). The BCCI was also able to differentiate the individual problem students and their classmates. Conventional reinforcers (an individual scale) was found to have a significantly lower priority in the classrooms containing a high incidence of teacher perceived learning and behavior problem students. Other findings were also obtained and reported. (Author Abstract)

38. George S. Tapp (Morehead State University) and James R. Barclay, (University of Kentucky)
Convergent and Discriminant Validity of the Barclay Classroom Climate Inventory, Educational and Psychological Measurement, 1974, 34, 439-447.

The purpose of this study was to investigate the convergent and discriminant validity of a multimethod multitrait inventory used for assessing the climate of the elementary classroom. Using self-report, peer judgments, and teacher ratings, the inventory employs the multimethod multitrait factor analysis approach to determine the quality of social interaction and affective variables in the classroom. A computer processing procedure utilizing criteria developed in this approach scores, analyzes, and develops a written report on the pupil. These reports can be cumulated to result in descriptions of the social interaction and affective environment in the elementary classroom.

A questionnaire comprised of short paragraphs defining the major factors from the inventory was administered with the inventory to nine elementary classrooms. Each student rated himself for each of the factors (for males, Affiliation, Dominance, Seclusiveness, Physical Skills, and Intellectuality; for females, Dominance, Aggression, Seclusiveness, Affiliation, and Intellectuality) and was in turn rated by a randomly selected peer and the teacher. These three rating sources combined with the inventory's factor scores to form a five trait, four method matrix for the assessment of convergent and discriminant validity. Considerable evidence for these aspects of validity was found.

39. R. Wayne Jones (Georgia State University), Robert L. Blaney (Emory University), and Patricia J. King (Georgia State University)
Classroom Climate and School Achievement: Self-Concept, Sex Differences and Teacher Attitude in Three Contrasting School Environments, paper presented at the American Psychological Association Convention, New Orleans, Louisiana, September, 1974.

This study examined children in three highly different school settings. One, an open classroom environment generally characterized as individualistic and second, a highly competitive and academically accelerated private school program; and three, an inner-city multi-racial public school setting.

With the exception of expected socio-economic differences between the inner city school and the two private schools, the samples are essentially matched. Although there do appear to be some significant age differences, the corresponding standard deviations for these means indicate a wide variation in all three schools. Therefore, we have discounted the age variation as particularly meaningful. Sex ratios were surprisingly uniform.

262 children were tested pre and post in the fall and spring of the academic year 1973-74. The subjects were in the fifth and sixth grades.

In comparing the three schools on the six factor scores of the BCCI only minimal significant differences were found. For males there is a significant difference on the achievement-motivation factor between the academically accelerated school and the public neighborhood school. This difference is to be expected considering the very nature of these two schools and the differing emphasis placed on superior academic achievement for boys within these settings. In addition to the difference found on the achievement-motivation factor, there appears to be a significant difference between the public neighborhood school and the other two educational settings on the control-stability factor. That is, boys in the neighborhood school tend toward controlled, tolerant, stable, and predictable behavior significantly more than do boys from either the open classroom environment or

the academically accelerated school. Surprisingly, these same differences do not appear for girls in the three schools. Indeed, other than random significant differences on the introversion-seclusiveness factor between the open classroom setting and the accelerated school and on the energy-activity factor between the accelerated school and the neighborhood setting, girls in the three schools are essentially alike.

With regard to teacher expectations, the data seems to be largely sex-influenced. For boys, there appears to be significantly more positive teacher ratings in the accelerated school than in either of the other schools. For girls, more positive and negative adjectives are chosen in the accelerated school than in the others. For both sexes, it is also interesting to note that teachers in the accelerated school tended to use more adjectives in describing their children than in the other two educational settings. Conversely, teachers in the inner-city school tended to use noticeably less descriptive adjectives for their children than either the accelerated school or the open classroom environment.

In comparing changes between the fall and spring testing for the three schools on the six major factors, the teacher adjective ratings and attitude towards school, several interesting trends seem apparent. In all three schools, children of both sexes tend significantly toward more verbal, open, and outgoing behavior. Again the academic setting did not appear to be a major causal factor in the degree of this change. In terms of analysis of suspected problems, empirical examination of the data suggests an increased percentage of children with negative attitude towards school in both the accelerated and inner-city schools as compared to the percentage of those children with negative school attitude in the open classroom setting. In addition, there appears to be noticeable increase in the percentage of children having group interaction and vocational-development problems in all schools from the fall to the spring restings. Finally, there is an evident decrease ofchildren with cognitive-related problems. This problem area is highly related to academic achievement and teacher expectation of the child's ability and potential. Thus, this decrease is possible indicative of either the effectiveness of instruction or teacher readjustment of expectations. It should be noted that the teachers who have participated in this study have each reflected their own appreciation of the sensitiveness of this instrument to aleart them to problems of individual children within their classes as well as to alert them to groups of children with similar problems. They have made a number of curriculum and personal response changes which on an intuitive basis have been felt by the teachers to be beneficial.

In examining the incidence of children exhibiting one or more of the problem areas by sex across schools, several trends are evident. It appears that both boys and girls in the open classroom setting exhibit fewer problems in school attitude than do children in either the accelerated or the inner-city schools. Overall, girls tend to exhibit more physical energy problems than boys, whereas boys tend to exhibit more problems in vocational development. This phenomenon is consistent across schools.

40. Pearl Black Rutledge
Effects of Short Term Multiple Treatment Group Counseling on Social Interaction Perceptions of Isolate Rejectees in Fifth and Sixth Grades, unpublished Ph.D. dissertation, University of Kentucky, December, 1974.

This study investigated two aspects of elementary school counseling, structured group counseling and feedback from a multiple assessment instrument and their effect on self-concept, perceived self and group interactive problems and on teacher rating of the personal and social adjustment of isolate-rejectees in fifth

and sixth grades. Isolate-rejectees were those children who had scored low in self, peer and teacher perceptions of them in these areas on a multiple assessment instrument, the Barclay Classroom Climate Inventory.

The subjects were 40 students in ten fifth and sixth grade classrooms in two schools. They were randomly assigned to four treatment groups: 10 to no-feedback, no-group counseling; 10 to group counseling, no-feedback, and 10 to group counseling and feedback (the multiple treatment group). All treatment groups were approximately balanced by sex, I.Q., and socioeconomic status.

Groups receiving feedback met with the counselor for one session of one hour, to get an individual computer narrative printout about themselves based on self, peer and teacher assessment of the Barclay Classroom Climate Inventory. Counseled groups met for fifteen sessions, three times a week for five weeks. Each group consisted of 10 isolate rejectee subjects and a model male and female student. The models had high BCCI scores in self, peer and teacher ratings. Sessions were structured by the counselor using Personalized Affective Learning Segments called PALS, designed to meet the perceived self and group interaction needs of the subjects as designated on the Supplementary Assessment Procedures of the BCCI; and an experiential education process E-I-A-G for reflecting on and learning from experiences.

Null hypotheses were tested which stated that there would be no significant differences between measurements from the effect of (1) group counseling, (2) feedback, (3) interaction of these two independent variables, on the sample population in the four groups. Pre and post treatment administration of three criterion measures were used to assess change in self-concept (the Piers-Harris Children's Self Concept Scale), in perceived self and group interactive problems, (The Supplementary Assessment Procedures of the Barclay Classroom Climate Inventory), and in the teachers' perception of personal and social adjustment of children (Teacher Rating Forms of the BCCI); all relate to the child's concept of himself in social interaction.

Trivariate data of differences between pre and post test results on the three dependent variables were analyzed in two stages. First, a multivariate analysis inferred a significant group counseling effect, so a univariate analysis of the data from the three measures was performed. The design of the experiment was a 2 x 2 fixed effect factorial where the factors are group counseling and feedback. The univariate analysis showed a significant main effect from group counseling on the Piers-Harris ($p=.0058$) and the Supplementary Assessment Procedures of the BCCI ($p=.0213$), while approaching significance on the Teacher Ratings of the BCCI ($p=.0617$). Setting a .05 level of significance for the tests, the first null hypothesis was rejected. There was no significant effect from feedback or the interaction of the two independent variables.

Recommendations are made for further research with this particular structure using the PALS and E-I-A-G models, for working with other identified problem groups, with more teacher involvement and trying different ways of presenting the feedback from a powerful assessment instrument, the Barclay Classroom Climate Inventory. (Author's abstract)

41. Thomas Kehle, William J. Bramble and Emanuel J. Mason
Teacher Expectations: Ratings of Student Performance as Biased by Student Characteristics. Journal of Experimental Education, 1974, 43 (1), 54-60.
See Also Thomas Kehle, (#18).

42. James C. Martin
Self-confidence of selected Indian students. Journal of American Indian Education, 1974, 13 (3), 32-34.

Discusses the decline of self-confidence in a sample of 144 elementary and junior high school students in an Indian residential school in Oklahoma. Results indicate a decline in self-confidence related to age, but not to years in residence in the school.

43. Lonnie B. Davis, Judith L. Flaherty, Christine Igelmo, and William E. Stilwell Influence of Feedback, Teacher Praise, and Parental Support on Self-Competency of Third Graders, unpublished manuscript, University of Kentucky, 1975.

Eleven third graders participated in this study of three interventions. Feedback of multisource data through a printout, teacher praise (positive reinforcement), and parental support were used with students selected from scores derived from the Barclay Classroom Climate Inventory. These students had low self-competency scores. Treatments included feedback, teacher praise and consultation with parents. Six of the subjects parents came to a planning interview, the other five did not. Post testing on the BCCI indicated that children whose parents attended the planning session and cooperated in the treatments made greater improvements on self-competency, group peer choices, positive teacher ratings and attitude towards school. The Mann-Whitney U test was utilized to analyze differences.

44. L. Strnad, L. Breese, C. Fernandez, N.A. Jones, and W.D. Smith Accountability in elementary school guidance services. Project Termination Report for ESEA Title III. Elyria Ohio City Schools Project 45-72-332, 1972-1975.

This report details the method and outcomes of a district-wide effort at implementing an affective-social system which included a team of teachers, principals, and guidance personnel for individualizing strategies of intervention based on the needs assessment of elementary children using both psychometric (BCCI) and behavioral data. The project lasted for three years and documents many individual cases and changes occuring relative to intervention of team members.

45. J.R. Barclay, R. Covert, T.W. Scott and W.E. Stilwell Some effects of schooling: a three year follow-up of a Title III proposal, Vigo County School Corporation. Lexington, Kentucky: Educational Skills Development, Inc., 1975.

Reviews a three-year effort to improve achievement in the Terre Haute Public Schools (Vigo County, Indiana). Three approaches to elementary education were identified: a traditional structured learning situation (School A), an "open" school arrangement with flexible modules of teaching and grade assignment team taught by groups of teachers (School B) and a school utilizing behavioral approaches (School C). The intent of the study was to examine the effectiveness of the Behavioral approach (School C) in increasing reading skills and basic achivement levels. School C (The Behavioral) tended to be somewhat lower in socioeconomic status than the other two.

Treatments included special seminars and workshops in the behavioral appraoch while the traditional and "open" schools served as controls.

Independent variables included scores on the Nelson-Denny Reading Test, Iowa Tests of Basic Skills, and the Barclay Classroom Climate Inventory, and the Barclay Learning Needs Assessment Inventory.

Children were assessed on the Nelson-Denny, ITBS and BCCI three times over a three year period from 1972-1975 while in third, fourth and fifth grades. At the conclusion of the third year the initial third graders were in the fifth grade while the fifth graders were in the seventh. Samples ranged from 700 to 180 over the three year period.

Procedures included ANCOVAS of achievement and BCCI scores looking at treatment and SES effects.

The findings indicated:

1. That the Behavior effort did improve Reading Vocabulary significantly but not Paragraph usage.
2. That significant main effects were associated with SES across schools.
3. That social competency or lack thereof contributed significantly with SES and rate of achievement.
4. That children with many behavioral and social problems continued to manifest the same problems in the seventh grade that they had in the fifth.

The conclusions of the study suggest that one single approach: behavioral, "open" or traditional does not work best for all children and that each elementary school could well have elements of all three methods incorporated into the curriculum.

46. Norma Forbes

An Assessment of the Educational Needs of the Haines Borough School District, Center for Northern Educational Research, University of Alaska, Fairbanks, June, 1975.

The purpose of this study was to determine the special educational needs of Indian students in the context of the Haines school district as a whole. Assessment methods included standardized tests, observation, questionnaires and interviews with teachers, school administrators, school board members, students, parents and other members of the community.

The Indian Parent Committee designated Tlingit culture, arts and language programs as first priority needs. Second rank priority was given music and art, individual and team sports, affective education, home economics and shop, and a variety of other activities.

Standardized measures of classroom climate in the elementary and middle school (BCCI and BLNAI among others) revealed a high percentage of problems with self-concept and attitude toward school. The secondary revision of the same standardized measure is reported as a locally reference measure. However, between 10 and 20 % of all secondary students reported major problems in each of the areas assessed. There were no measurable differences between problems reported by the Native and non-Native students.

The recommendations made were for immediate implementation of a Tlingit culture program and an intensive reading program. It was also recommended that the initial steps toward implementation of a kindergarten through 12th grade career education program be taken. The report includes sections on community resources, evaluation and a summary of new federal education laws with a reference to the new legislation on integrated programs which involve federal funds for Indian education.

47. Wu Tien Wu

Classroom Climates in Chinese and American Elementary Schools: A Cross-Cultural Study. Ph.D. dissertation, University of Kentucky, Lexington, Ky, 1975, Dissertation Abstracts International, 36, 6575 A.

See also Barclay and Wu, #66.

48. James R. Barclay
Consultants Handbook of the BCCI. Lexington, Ky: Educational Skills Development, 1975.

This handbook provides information on methods of using the BCCI for consultation purposes. It provides reference tables for each of the BCCI factor code combinations together with expectancy data based on interval analysis of BCCI codes. Currently under revision.

49. W.E. Stilwell and D.A. Santoro
A Training Model for the 1980s, Personnel and Guidance Journal, 54 (6), 1976, 322-326.

Describes a Learning Development Consultant Team approach for assessment and intervention in school settings. The authors argue that such an approach is needed for the development of accountability both in regular and innovative programs.

50. W.E. Stilwell
A systems approach for implementing an affective education program, Counselor Education and Supervision, 1976, 15, 200-210.

Provides a systems model for the development of school learning intervention teams based on academic and social-affective needs assessment, feedback and strategy implementation.

51. William E. Stilwell and James R. Barclay
Effects of Affective Education Through Developmental Guidance Services: A One Year Study. ERIC Document # ED 133-077, 1976.

This is an evaluation of developmental guidance services' affective education program. Data was collected on children enrolled in Buerkle School and in a control school (Julia Shannon) in Stuttgart School District No. 22 (AR). Third- and fourth-grade level boys and girls who had been in the program for the full 1975-1976 year provided data for this evaluation. The Barclay Classroom Climate Inventory (BCCI) which collates data from each student, their classmates, and classroom teacher was the primary evaluation instrument. Fifteen variables were considered in the analyses by sex, grade level, and school. Covariance analyses revealed the program school children (Buerkle) had a more positive self-competency, enjoyed a more positive attitude toward school, and received more positive teacher support than the children who attended the control school. In addition to the programmatic main effects, the analyses revealed several developmental patterns by sex and by grade level. Data is presented in a number of graphs and charts. (Author/MS)

52. James R. Barclay
The Psychology of Prevention: The Research Background of the BCCI. Lexington, Ky: Educational Skills Development, 1976, 515 pp.

This volume provides the research rationale and background to the Barclay Classroom Climate Inventory and summarizes the major research studies completed through 1976. It's currently under revision to incorporate the research that has been completed from that time on.

53. W.E. Stilwell, A.V. Harvey, P. Jones and R.D. Marion
The Happiness Booklet: An Affective Intervention in Thayer, L., and Beeler, K.D. (eds.) Affective Innovation for Learning. Ypsilanti, Michigan: Eastern Michigan University, 1977. (See also ERIC document ED 108-089).

Details a technique called the Happiness Book designed to improve self concept in elementary children. Each child at the beginning of the day draws a name card from a fishbowl and selects that child's notebook. A positive comment is made and each child reviews his/her own book. The technique succeeded in reasing the self-concepts of students significantly in a study designed to measure self-competency with the BCCI.

54. William E. Stilwell
Facilitating Humanistic Education: A Comprehensive Affective-Social Educational System, ERIC Document #ED 136-176. 1977

The future for affective social education is now. Let's expand our focus to include students, teachers, and parents as constituents in a humanistic educational undertaking. It is time to take advantage of the many presently available affective education materials and organize them into a delivery system for students, teachers, and parents. The paper develops a rationale for an integrated implementation and evaluation of affective-social education. The implementation activities are listed under each function in a checklist format. Each school district electing to use CASES probably will develop its own version of the system.

55. William E. Stilwell and James R. Barclay
Effects of an Affective-Social Education Program Over Two Years. ERIC Document # ED 143-425, 1977.

This report describes the effects of a 2-year affective-social education program offered by the elementary guidance services of the Stuttgart School District in Arkansas. Four groups of children (a total of 105 boys and 116 girls) were identified for this evaluation: Group I, involved in the program for two full years; Group II, participating one year only; Group III, participating in a 12-week pre-program pilot only; and Group IV, not involved in any program. The primary assessment technique was the Barclay Classroom Climate Inventory (BCCI). Data from self-report, peer nominations, and teacher ratings were analyzed by gender and by group. Gender differences were noted. The children in Group I made numerous significant gains in comparison with Groups II, III and IV. Group II and III children made about the same number of gains but in different BCCI areas. More than a third of the report consists of tables presenting study data. (Author/BF)

56. William E. Stilwell
Effects of a Developmental Guidance Program on the Affective-Social Development of Third and Fourth Graders. ERIC Document # ED 152-437, 1977.

This study compared the effects of the Stuttgart School District's developmental guidance program with the effects of one of its traditional school programs on children's affective-social development. Affective education data were collected at the end of third grade (May, 1975) and again at the end of fourth grade (May, 1976) for 58 boys and 47 girls at the experimental school and 74 boys and 59 girls at the traditional school. The primary measure used was the Barclay Classroom

Climate Inventory (BCCI). The scales of the BCCI dealing with overall self-competency, group interaction, career development, teacher ratings, and attitudes toward school were used in this analysis. Data from self, peer, and teacher were scored for each child and merged by computer for the BCCI report. Data were analyzed by year, by sex, by school and separately for children who were in attendance only part of the year. Results indicated that the experimental and traditional school children differed in threee significant ways: the experimental children were higher than their traditional school counterparts in overall self-competency, positive teacher ratings, and attitudes toward school. (JME)

57. James R. Barclay
A Taxonomy of Affective-Social Skill Intervention. Paper presented at "Matching Needs to Intervention Strategies: An Ecological Approach for the Elementary School," American Personnel and Guidance Convention, Dallas, Texas, March 5-7, 1977.

Provides a taxonomy of needs assessment and intervention for public school personnel.

58. T.J. Kehle and J. Guidubaldi

Effect of EMR placement models on affective and social development. Psychology in the Schools, 1978, 15, 275-282.

Discusses the results of systematic placement of EMR and LD children by school personnel following PL 94-142 and State of Ohio guidelines in 115 Ohio classrooms. Describes alternative placements including segregated ones, mainstreamed ones, the use of Learning Centers and partial placements.

Concludes from research with the BCCI as a measure of social competency that children who are EMR suffer a considerable loss of peer-teacher support in mainstreamed classes. Suggests that EMR boys may make this transition easier than EMR girls and recommends that placement considerations for mainstreaming be particularly concerned about social competency and support systems.

59. William E. Stilwell and James R. Barclay
Affective Education in the Primary Grade Levels: A Pilot Program, ERIC Document #ED 129-436, 1978.

This report describes a 12-week pilot phase of an affective education program in the Stuttgart School District, Arkansas. Participating in the program were 218 children, grades 2-4, and a team of nineteen teachers who were given 12 weeks of in-service training designed to facilitate their use of the DUSO, Focus on Self-Development Human Development Program, and Kohlberg's First Things--A Study of Values. The Barclay Classroom Climate Inventory (BCCI) was the primary data collection technique used to assess the program. Classroom and grade level differences are reported, as well as gains on the BCCI. The children appeared to benefit from the affective education team's systematic implementation of a program of integrated learning activities. Results are presented in tabular form. The text summary of results points out several significant differences observed for boys and girls in areas including career awareness, self-competency, classroom management and teacher rating of students. (BF)

60. William E. Stilwell
Long Term Effects of an Affective-Social Educational Program upon Elementary School Age Children. ERIC Document ED 156-591, 1978.

The paper contrasts an affective education program with a traditional education program in a school district in Kentucky. Over 200 elementary students participated in affective activities in three 30-minute sessions per week during a 12-week pilot phase and a two-year study phase. For final data analysis, children were placed in groups labeled either traditional (having little or no exposure to the program) or affective. The children also were identified as belonging to one of six temperament groups created by combining characteristics such as "energetic-active", "socially outgoing", "compliant-passive", and "individually retiring." Results show that participation in the affective program had desirable effects upon overall self-competency and attitude toward school. Students in the "energetic", "outgoing" temperament groups made meaningful gains in the affective program, whereas students in the "retiring" temperament groups made meaningful gains in the traditional program. Findings indicate that different programs are beneficial for different types of students. Further research in this area should consider the effects of classroom managment, regional differences, and temperaments across cultures and across socioeconomic groups. (Author/AV)

61. James R. Barclay
Temperament Clusters and Individual Differences in the Elementary Classroom: A Summary. ERIC Document # ED 157-600, 1978.

This study investigates the effects of alternate types of curriculum and counseling treatment on elementary school children categorized into six temparament-attitude clusters. Through a second-order factor analysis of a multi-trait multi-source assessment instrument (The Barclay Classroom Climate Inventory), six cluster groups of characteristics based on self-report, peer nominations and teacher judgments were identified. Utilizing three sets of pre-post longitudinal data, an analysis of covariance was completed on scale and factor scores partialing out the effects of sex, treatment and cluster group. Similar nonparametric methods were used for indicators of problem behavior. A number of significant three-way interactions was obtained. A value judgment was made concerning the growth direction (positive or negative) of means changes for these variables and groups. The results of the study suggest that temperament-aptitude clusters present a mediating effect on outcomes of educational or counseling treatments. What works well as an intervention for one group appears to block development for another group. Evidence of the replicability of the findings is presented and study limitations are discussed. (Author/CM)

62. Perry Wayne Buffington
The Effects of Cognitive-Rational and Activity-Experiential Treatments on Self-Control in Children Through an Affective Education Program. Ph.D. dissertation, University of Kentucky, 1978.

This study compared the efficacy of a Rational-Emotive therapy approach to a DUSO oriented humanistic approach in effecting growth in self-control for fourth-fifth graders in a Georgia elementary school. The design chosen used pre-tests and posttests to compare treatments by grade, gender and teacher. Changes in post scores in four main areas (control-stability, self-competency, peer support, and teacher ratings) of the BCCI were used as effectiveness measures. In addition, observational information was used to

evaluate the number of observed behaviors in treatment groups over a six-week period. Results of the study indicated some changes in self-competency, with mixed results in other areas. The effects of the treatment appeared to have some relationship to gender and temperament groups of the BCCI. Thus, though overall effects were not noted when classes were compared as whole units, specific interaction effects were found between a given treatment and a specific temperament group.

63. Shi-Chen Shu
A Comparative Study of Classroom Climates in High-Achieving and Low-Achieving Junior High School Classes, Bulletin of Educational Psychology, 1978, 11, 141-158. Taiwan Normal University, Taipei, Taiwan, China.

The purpose of this study was to compare the classroom climates of junior high school students in relation to sex and achievement. A Chinese version of Barclay Classroom Climate Inventory (BCCI) was administered to 450 children, 228 boys and 222 girls, sampled from two junior high schools. It was found that: (1) Pupils with higher achievement showed higher scores in self-competency, achievement-motivation, and vocational interests. They also earned more teacher approval than pupils with lower achievement. There were no significant differences in peer nomination scales between different achievement levels. Low-achieving children expressed more tendency to associate with the peers than high-achieving children. They appeared to have a higher level of social intereaction in the classroom. (2) Boys and girls differed significantly on most BCCI scales. Boys not only expressed more self-competency, energy and positive attitude toward school, but also earned more positive and negative teacher ratings than girls. According to the BCCI vocational scales, boys showed more interests in outdoor and physical activities as well as intellectual-scientific work. Girls, on the other hand, showed more social, conventional artistic and controlled approach than boys. Boys received higher scores in school-orientation with particular suspectability to teacher's praise, while girls expressed family-orientation with a liking for sharing activities with their parents. In addition, boys indicated a stronger drive for leadership and success in relating to other people than did girls.

64. James R. Barclay
Appraising Individual Differences in the Elementary Classroom: A Manual for the Barclay Classroom Climate Inventory. Lexington, Kentucky: Educational Skills Development, 1972, 1973, 1974, 1977, 1978.

The BCCI Manual has been reprinted and revised a number of times since its first issue. This is directly related to the growth of the system rather than the basic standardization of the inventory. It reports the standardization procedures of the BCCI based on 2834 boys and 2590 girls. It details the scales and factor scores of the instrument with the separate norms ofr boys and girls. It provides summaries of reliability and validation studies. Several chapters are devoted to the rationale for Needs Assessment, prevention planning and implementation of services and strategies of intervention.

65. Mark Barcelo, James R. Barclay, Wayne Buffington, Lowell Eberwein, George M. Gazda, William J. Hamrick, Thomas Kehle, Charles Kline, Donald Mayfield, Joseph Prus, Sanford Snider, John Sizemore, William E. Stilwell, George S. Tapp, Dean Zimmerman, Proceedings of "Classroom Climate Evaluation and the Ecology of Learning", conference sponsored by the Center for Professional Development, College of Education, University of Kentucky, Lexington, Kentucky, 1978.

Contains the proceedings of a national conference sponsored by the University of Kentucky relating to classroom motivation and needs assessment held in Lexington, Kentucky in August 1978.

Summary of papers and contributors indicate usage of the BCCI in a variety of settings.

66. James R. Barclay and Wu-Tien Wu
Classroom Climates in Taiwanese and American Elementary Schools: A Cross-Cultural Study, Contemporary Educational Psychology, in press, 1979.

This paper reports some preliminary results of a comparison of 16 classrooms of elementary school children tested in Taiwan on a Chinese version of the BCCI. The BCCI was translated into Chinese by the junior author. The junior author is a native of the Republic of China and has taught elementary school for several years there. Items of the BCCI were carefully screened for adequacy and cultural relevance. Several items were changed in format. Sixteen classrooms were tested in the third, fourth, fifth and sixth grades. Data were analyzed from the English report generated by the computer. In this preliminary analysis three steps were taken to evaluate the data. The first was to compute the multi-source factor score means by sex, grade level and totals. The purpose of this was to determine whether the Chiese factor score structure was similar to the U.S. normative sample. The criterion used for comparison purposes was the distribution of classroom means and standard deviations derived from 368 classroom units tested in the United States. Basically, the logic used would hold that if the Chinese multi-source factor scores fell within the range of the standard deviation of the U.S. group, they represented a normal variation within that frame of reference and criterion group.

The second procedure was to look at the scale scores and compare them with the U.S. sample. The same logic held here. The final procedure was to compute the mean percentage of suspected problems from the computer printouts and compare them with the U.S. norms.

With regard to the first problem it was found that all multi-source factor scores fell within the U.S. standard deviation except factor 3. For boys and girls both factor 3 means were elevated beyond one standard deviation of the U.S. sample. Factor 3 represents at the higher end introversion and seclusiveness.

With regard to the second problem of 26 scales compared with the U.S. norms, eight female mean classroom scores fell outside the U.S. standard deviation. For males five mean scores met this criterion. The means of the Chinese classrooms suggest the following. Girls are above U.S. norms on intellectual-scientific interests and status occupations. They are more interested in esthetic activities, are less interested in conventional reinforcers and are less influenced by peer reinforcers whether male or female. Boys are much lower in their mean self-competency ratings, show a greater preference for safe and secure occupations, and are much lower in their valuation of peer reinforcers and conventional ones.

In terms of percentage of suspected problems, the Chinese classrooms show a high percentage of self-competency and group interaction deficits. The Chinese results on the BCCI provide some confirmation of Stodolsky and Lesser's findings regarding the effect of cultural transmission on achievement scores

with Negro, Chinese, Puerto Rican and Jewish ethnic groups in New York and Boston (S.S. Stodolsk and G. Lesser, Learning Patterns in the Disadvantaged, Harvard Educational Review, 1967, 37, 546-593).

In general the factor scores are consistent with the U.S. sample - remarkably so. One exception is noted and that relates to the higher degree of seclusiveness. The closely knit familial and ancient cultural tradition of the Chinese appears to be reflected appropriately in higher mean factor scores. When we look further to the components of the factor score structure, we can observe some other elements of the cultural transmission. Both males and females in the Chinese sample are far less affected and concerned with the potential or actual reinforcement value of the peer group than U.S. children. This is consistent with the higher familial influence and structure that is also observed in lower conventional scores, higher esthetic values and elevated scores on family reinforcers. In addition, the higher interest in intellectual-scientific occupations, status occupations and preference for safe and secure occupations conveys the notion of an essentially family-oriented cultural transmission, characterized by reserve, control, and mediated by esthetic values.

It would thus appear that the BCCI system reflects some honest cultural differences between U.S. children and Chinese children. The instrumentation appears consistent with cultural differences.

67. Diane Matthews-Hass

Consultation with the Barclay Classroom Climate Inventory, unpublished research paper, University of Kentucky, Lexington, KY, 1979.

This paper is an extensive review of the consultation literature in general as applied in counseling and school psychology settings with an application to the Barclay Classroom Climate Inventory, 106 references.

68. J.R. Barclay and T.J. Kehle .

The impact of handicapped students on other students in the classroom. Journal of Research and Development in Education, 1979, 12(4), 80-91.

Three studies are summarized here based on multi-trait, multi-source assessment of 153 EMR, 87 LD/BD and 116 controls drawn from 117 classrooms (estimated at about 2,300 children) who were assessed on the Barclay Classroom Climate Inventory in the state of Ohio and variously included or placed in alternate educational settings either by careful Re-entry Planning or other methods. The conclusions that appear merited are:

(1) Mainstreaming of EMR children without a very careful assessment of their social skill support system and aptitude for making friends results in generally adverse social-affective consequences particularly if the transition is abrupt and without provision for considerable social support and attention from teachers.

(2) Selected academic placement for EMR children appears to be the best setting for both building appropriate social skills and maintaining achievement motivation.

(3) EMR female students have a particularly difficult time in the transition to mainstreamed classrooms.

(4) Where EMR and LD/BD children are simultaneously mainstreamed differences in social-affective support systems appears to be related to specific characteristics of children rather than categorical types.

69. T.J. Kehle and J.R. Barclay

Social and Behavioral characteristics of mentally handicapped students, Journal of Research and Development in Education, 1979, 12 (4), 46-55.

The intent of this paper is to focus on the social and behavioral characteristics of educable mentally retarded (EMR) children who are handicapped to the extent they have a relatively lower probability of experiencing successful adjustment in regular educational settings. The central question, apart from intelligence, is to what extent are EMR children different? Further, do these differences impede successful integration into regular educational settings; and finally, are these differences modifiable?

The integrative findings of this review indicates that the social and behavioral characteristics of EMR children predispose them to rejection by their non-EMR peers. The evidence suggests that integration of EMR children into normal educational settings should be attempted after inappropriate behaviors are corrected and prosocial behaviors are learned. It is naive to assume that exposure alone to non-EMR peers will enhance the social and behavioral skills of EMR children. More probable, such integration without successful social skill training will lead to further feelings of inadequacy and isolation. Perhaps the most effective strategies to teach EMR children appropriate behavioral and social skills involve behavior modification techniques.

Attempts to enhance acceptance by non-EMR peers are more closely associated with the EMR child's cognitive competence. Programs designed to increase cognitive competence have been generally unsuccessful. Such a pessimistic statement is not a consequence of lack of trying on the part of the education profession. If, in fact, such a program could be demonstrated as effective, it would be widely and immediately employed. The bottom-line appears to be that the optimal strategy for the EMR child is to make him smarter: unfortunately, the profession does not know how to accomplish this. What we are left with are attempts tomake the EMR child behave better. The evidence is quite positive in this regard. There are numerous studies showing improved social competence as a result of specific training programs.

70. J.R. Barclay

Classroom Motivation, Chapter in R. Woody, (ed), Encyclopedia of Clinical Assessment. San Francisco, California: Josey Bass, 1979, in press.

Reviews the concept of motivation relative to arousal and achievement-motivation tracing elements of the concept through behavioral and field-theory application and research. Discusses the contribution of environmental "press" studies and various efforts at measuring environments (58 references).

71. J.R. Barclay

Social-affective characteristics of elementary students and reading achievement, paper presented in a program: "Classroom Management: Analysis and Planning for Student Needs with a Classroom Climate Inventory", International Reading Association Conference, Atlanta, Georgia, April 26-27, 1979.

Knowing how to read is one of the most important skills in education. Though many alternate strategies have been devised for reading instruction, they are often imposed uniformly on groups of children. The lack of success for any specific method is related in this paper to failure to take in account the social-affective characteristics of individual differences that reflect a distinctive temperament or cluster of learning

and behaving skills. Three studies are cited here that utilize the Barclay Classroom Climate Inventory as a predictor of achievement in reading. The results indicate that between a third and a half of reading achievement variance beyond that attributed to intelligence can be attributed to social-affective variables. Moreover, a cluster of characteristics identified in temperament-aptitude groups are viewed as mediators of learning.

Though such involvement of social-affective variables has been identified earlier, the utilization of them requires a technology of prevention that involves periodic screening of the classroom climate and the matching of strategies of intervention to the social-affective domain, remedial reading or sometimes a combination of both.

72. William E. Stilwell and James R. Barclay
Effects of affective Education Interventions in the Elementary School, Psychology in the School, 1979, 16, 80-87.

Affective education programs have had an uneven impact upon children, teachers, and school systems, as have also affective interventions. By integrating environmental press research with Aptitude X Treatment Interaction (ATI) inquiry, affective education appears to be able to merge individual differences with assessment, intervention, and evaluation. This paper describes an experimental intervention and two active control programs and uses an ATI analysis for reporting their impact in the affective domain.

73. James R. Barclay, Gary Phillips and Tricia Jones
The Development of a Predictive Index for Educational Planning and Placement of Gifted and/or EMR and LD Children. Unpublished manuscript (submitted for publication), University of Kentucky, 1979.

This study investigates the development of a diagnostic index developed from the Barclay Classroom Climate Inventory. The purpose of the index is to aid in the identification of children who might be included in gifted programs, or who may need remedial help in learning. Criterion groups of 64 gifted fourth graders, 30 EMR children and 29 LD children were used to validate the index. Cross-validation of the index was then completed on another group of fifth grade students from Eastern Kentucky. Through the use of discriminant analysis, the index was found to distinguish gifted from regular students with about 75 percent accuracy. The index was also successful in predicting membership in four criterion groups including regular classroom students, gifted, EMR and LD students. Implications of the study suggest strongly that the index may be helpful in operationalizing measures derived from classroom climate, aid in developing a technology of prevention, and provide help to school personnel in meeting assessment criteria of PL 94-142 and other Federal and State programs.

74. James R. Barclay, Gary Phillips and Tricia Jones
The Sparkle Program: Increasing Creativity and Achievement in Gifted Elementary Children. Unpublished manuscript (submitted for publication), University of Kentucky, 1979.

This paper discusses the rationale, selection procedures and evaluation outcomes of a program designed for gifted and creative elementary children in the fourth and fifth grades of Boone County (Florence) Kentucky. Designed to increase the rate of achievement and creativity growth, the program drew 64 boys and girls from their regular classrooms once a week, utilizing

enrichment procedures designed to develop reflective thinking and environmental stimulation. Pre-post assessments on achievement tests and the Torrance Tests of Creative Thinking showed significant gains in both achievement and creativity. Evaluation of temperament and social competency on the Barclay Classroom Climate Inventory indicated high peer-teacher support systems and clear evidence of leadership characteristics for these children in both regular and special class settings.

75. James R. Barclay
School Psychology: A Prevention Technology. Unpublished manuscript submitted for publication, Lexington, Kentucky, 1979.

This paper discusses the nature of prevention and the need for a technology to implement a preventive function in the schools. School psychologists are concerned chiefly with crisis situations and an appeal is made for some allocation of time to prevention. Prevention is viewed as a method of promoting positive human development through early mass screening, the use of a computer technology in data analysis and the employment of heuristic criteria of skill performance. Prevention is viewed as a means to the enhancing of the goals of learning with "payoffs" to the students, teachers, administration, parents, school psychologists and guidance consultants and the community at large.

76. James R. Barclay
Inservice Training Workshop in the Use of the BCCI, Lexington, Kentucky: Educational Skills Development, 1979.

A collection of workshop papers and exercises designed to provide teachers, guidance personnel, and administrators with the use of the BCCI. Contains procedures for screening for the gifted, EMR & LD children as well as the automatic development of and IEP (Individualized Educational Plan) for children. Materials also include two file boxes of cards color coded for using the five digit code of the BCCI to determine the needed priorities in achievement and social support systems.